

School to Work: Creating Future Pathways 2007 Regional Report

Western Sydney (Region Code: 533)

School / Regional Program Priorities

What were the five key priorities for the School to Work (STW) Program in your region in 2007?

1.To seamlessly blend the STW program with enterprising activities across all key learning areas. 2. Implement a successful RAVE program 3. continue support for teachers in KLA areas with the embedding of stw in their teaching programs. 4. To provide valuable professional development opportunities for Work Education teachers. 5.To include STW best practice snapshots on a WSR web page.

List up to five intended priorities for the STW Program in your region in **2008**.

1. Continue with the regions RAVE program. 2. Build on the awareness raised of enterprise learning strategies utilised across schools whilst providing an easy implementation process. 3. Developing strategies to assist schools and students to build connections and networks. 4. Support Transition Adviser strategy, Career and Transition team strategy, Career Search project. 5. Continue support of teachers and students undertaking work education and work studies curricula.

Summarise other sources of funding your region has used to complement the STW Program in your region.

- support from the SIPs that work with our schools. * School Global Budgets * LINK and SAP funding * Student contributions to attend careers markets etc * ATO TFN program * PAS funding * BEACON foundation funding * P&C funding * assorted student welfare programs

Is your school including School to Work in the school management plan?

From the 55 schools who submitted this report only 3 indicated that STW was not included in the schools management plan. It would be worth investigating the reasons behind this during 2008.

Student Participation

Student numbers by year group	7	8	9	10	11	12
Total school cohorts (Term 4, 2007)	6890	6939	6990	6654	5536	4627
Number of students participating in the STW program - total	527	670	4156	5974	3808	3846
Number of students participating in the STW program - %	7.65%	9.66%	59.46%	89.78%	68.79%	83.12%
Number of indigenous students participating in the STW program - total	87	101	223	218	101	67
Number of indigenous students participating in the STW program - %	16.51%	15.07%	5.37%	3.65%	2.65%	1.74%
Number of LBOTE students participating in the STW program - total	255	338	1064	1574	1430	1275
Number of LBOTE students participating in the STW program - %	48.39%	50.45%	25.6%	26.35%	37.55%	33.15%
Number of students with disabilities participating in the STW program - total	91	109	258	268	172	136
Number of students with disabilities participating in the STW program - %	17.27%	16.27%	6.21%	4.49%	4.52%	3.54%

Number of students in school studying these courses:

Student numbers by year group	7	8	9	10	11	12
BOS Work Education Syllabus	23	19	632	440		
BOS Work Studies Syllabus					63	73
BOS Work & the Community Life Skills Syllabus					143	117
Career Education classes	12	490	2432	4880	541	503

Comments by Region about Student Participation

* Student numbers in Work Education has increased- may be due in part to enterprise learning activities trialed with work education classes. * increase in students undertaking Life Skills Syllabus. * overall participation rates of students in the stw program remain constant. * participation rates by indigenous students has increased slightly. however ,increased participation is desirable. * a significant increase in participation rates by LBOTE students particularly in Years 8 and 9. Senior school rate remains constant however targetted program outcomes indicate greater student satifaction and learning.

Planning Transition Pathways

Supporting students to develop confidence in self-managing their career and transition planning

Using the DET online *Student Pathways Survey* to improve and refine vocational learning programs on an annual basis.

a) Did your school deliver the <i>Student Pathways Survey</i> in 2007?	Yes 14	No 41
b) If yes, How?	*Delivered to Year 9 & 10 through PDHPE faculty. * All Year 9 students were withdrawn from a Maths lesson * Through Year 9 and year 10 Career Education classes * Students in Years 10,11&12 completed the survey during seminar sessions * Students participated during a Science period, facilitated by RAVE coordinator and careers adviser * In the WORK STUDIES YEAR 11 class	
c) Did your school use the <i>Student Pathways Survey</i> as a career counselling tool?	Yes 10	No 45
d) For what other purpose(s) did your school use the <i>Student Pathways Survey</i> ?	The survey is in early stages of implementation across the region's schools. however, schools are being encouraged to utilise the survey as a planning tool that will help the school to develop and enhance strategies that will support students' career development and transition planning. Students will revisit the survey in 2008 to help them re-evaluate their career and transition plans.	

Students' articulation of a career and transition plan

Student numbers by year group	9	10	11	12
e) Estimate how many students can articulate a career and transition plan - total	2454	5365	4195	4353
f) Estimate how many students can articulate a career and transition plan - %	35.11%	80.63%	75.78%	94.08%
g) Estimate how many students have a written career and transition plan	1365	4391	2797	3917
h) Estimate how many students have a written career and transition plan - %	19.53%	65.99%	50.52%	84.66%

Supporting student career and transition planning

j) Indicate the approaches your school uses to support individuals to articulate a career and transition plan:

54	Career counselling
14	Student Pathways Survey
46	Employment Related Skills Logbook
53	Interviews with teachers
54	Workplace learning
51	Access to electronic career planners eg. myfuture (myguide)
19	Real Game Series
24	Other

k) Does your school have a DET trained Transition Adviser? Yes 4 No 51

l) If yes, what strategies or key activities does the Transition Adviser use to support students? WSR has only 1 trained Transition Adviser whose role in the school includes: * student Identification via transition team * Counselling * Referrals to Youth pathways, Counsellor or identified support * Work experience * TAFE outreach * Individual transition, health or education plan * In school vocational programs * Mentoring WSR will have more Transition advisers in 2008

Supporting the career and transition confidence of students in identified groups

m) Identify the key strategies and programs the schools in your region have used to build career and transition confidence for students. Identify if these have been designed for specific groups of students and define those groups.

Students with a disability: * In addition to programmed Career lessons and Work and Community classes, Year 10, 11 and 12 students, with learning disabilities, participated in Workplace learning, school based enclaves and continuous release day work experience. * Career Adviser support with students working towards achieving ITPs. The regions SSP schools have very strong programs that assist students with special needs in gaining employment related skills either through work experience programs or in school scenarios. ATSI: * ATSI students all have individual written career plans and use log to record and evaluate plans. * Indigenous Expo for career information, UWS taste of uni day for Indigenous students * UWS Aboriginal liaison officer visit (Aboriginal marketing and recruitment strategy) Endeavour project Exit interviews LBOTE: * African Students - Endeavour project ESL roll call African project-subject selection, social & legal requirements of the workplace Targeted work experience One on one assistance, applying online for part time employment & resume writing STUDENTS AT RISK: ** Bridging the Gap. * TAFE Tester classes. Youth Pathways Bridging the Gap Mission Australia - Links to LEarning Identified students can be in Youth Pathways and LEAPS. Students can attend TAFE taster days, be involved in the Endeavour and Cope programs.

To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
n) Students develop personal career plans	0	1	6	33	15
o) Student are self-managing their career plans	2	4	18	27	4
p) Students build confidence in their career planning through use of the online <i>Student Pathways Survey</i>	37	6	4	7	1
q) All school leavers can articulate their career and transition plan	2	3	12	33	5
r) School implements a team effort to co-ordinate students career development activity	3	3	11	20	18

Comments by Region about Planning Transition Pathways

It is interesting to note that 52 schools indicated that STW was part of the schools management plan however only 18 schools indicate that students career development is a team effort. There appears to be a correlation between students self managing and articulating their career plans. The confidence schools have in students ability needs to be increased- this is an area for region to investigate and assist in the development of strategies.

Exploring Career Futures

Providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.

Students accessing electronic career information to support their pathways planning

a) Which electronic career information resources are being used in your school?

Websites

- 49 myfuture website
- 48 Tertiary institutions (Uni, TAFE, Private providers)
- 44 Jobsearch
- 45 Job Guide
- 39 Job Juice
- 40 Industry Specific
- 3 None
- 27 Other

Vocational Guidance tools

- 0 Career Voyager / JIIGCAL
- 7 Career Builder
- 28 None
- 24 Other

Other electronic resources

45	ERS Logbook electronically accessed
45	CD ROMs
9	Ozjac
20	Other

Teachers accessing electronic career information to support students in their pathways planning

b) Does the Careers Adviser have ready access to the internet for career information support to students?	Yes 55	No 0
c) Is the Careers Adviser using a DET email address?	Yes 54	No 1
d) Do other teachers have access to electronic career information to support students for example, the <i>myfuture</i> website?	Yes 39	No 16

Schools effectively managing the distribution and use of relevant career and transition resources available to students

e) How does your school manage the distribution and use of career and transition resources for students?

42	Library/IRC
53	Parent/Carer Newsletter
43	Careers Newsletter
47	Careers Resource Centre
24	Electronic email distribution lists
49	Noticeboards
32	Other

To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
f) Students have the skills and knowledge to locate & effectively use career information	2	2	10	31	10
g) Students are confident in accessing career support services and managing their transition from school	3	3	9	32	8
h) All students have access to well designed workplace learning programs that support their personal career planning	0	0	5	21	29
i) School practices and structures are sufficiently flexible to complement work and community based learning	0	1	4	24	26
j) Career development for students is delivered as a whole school approach	3	6	15	18	13

Comments by Region about Exploring Career Futures

This report indicates the increased use of electronic media to assist students with their career path planning. Through the WSR website schools and school teams will have another source of information for students. Examples of best practice will be included for the use of all schools.

Strengthening Student Outcomes through Vocational Learning

Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

Students using the Employment Related Skills Logbook in your school

	7	8	9	10	11	12
a) How many students are using the Logbook for career	27	54	2662	5099	2197	2020

planning? - total

b) How many students are using the Logbook for career planning? - %	0.39%	0.78%	38.08%	76.63%	39.69%	43.66%
c) How many students are using the Logbook in their curriculum studies? - total	9	28	1261	2837	791	777
d) How many students are using the Logbook in their curriculum studies? - %	0.13%	0.4%	18.04%	42.64%	14.29%	16.79%
e) How many students are using the Logbook to prepare a résumé/CV? - total	0	0	2171	4782	2043	1966
f) How many students are using the Logbook to prepare a résumé/CV? - %	0%	0%	31.06%	71.87%	36.9%	42.49%

Teachers using the Vocational Learning in ... (KLAs)' booklets to support students in their use of the Employment Related Skills Logbook

Key Learning Area	ENG	MAT	SCI	HIS	PDHPE	TAS	LANG	CA
g) How many teachers are using the Logbook in their classroom?	90	56	57	94	74	73	16	56
h) How many teachers are supporting student career development through curriculum delivery?	196	167	172	180	164	220	43	85
i) How many teachers by KLA attended professional development for vocational learning?	37	34	37	58	38	127	19	57
j) Does the careers adviser use the Logbook with students?							Yes 47	No 8
k) Do teachers use the Logbook with students with identified special needs?							Yes 36	No 19

Schools providing authentic learning opportunities including work-based and community-based learning

l) What authentic learning opportunities did your school provide for students?

55	Work experience
43	Work placement
41	Enterprise activities
35	Community-based work
19	Shadowing
19	Other

l) Identify the opportunities your school provides for students to explore and experience enterprising skills and attributes?

41	Structured programs
51	Class activities
36	Community projects
48	Workplace learning
28	Volunteering
12	Other

School participation in enterprise learning programs

m) Curriculum

34	Enterprising projects
11	Adopt-a-School Project
2	Practice Firm
6	Young Achievement Australia (YAA)
18	ASX Schools Sharemarket game

- 9 Australian Business Week
- 17 Other

n) Extra curricula activities

- 11 Rock Eisteddfod
- 42 School performance bands/drama
- 23 Duke of Edinburgh
- 25 Other

o) Personal awareness programs

- 1 FRANK (Youth2Youth)
- 12 Girls Savvy
- 37 Mentoring Programs
- 33 Other

p) Volunteer / Community Service Programs

- 0 Community Service Project/Experience
- 10 Red Cross Youth Challenge
- 34 Environment Day/Clean up Australia
- 52 Other

Schools giving students the opportunity to participate in the Real Game Series

q) Identify how many students in your school participated in:

Student numbers by year group	7	8	9	10	11	12
The Real Game	0	127	635	718	120	160
The Be Real Game			198	428	135	0
The Get Real Game					0	0

r) Describe experiences of schools in you region with The Real Games Series. (Dot points only)

School perceptions of this resource are very positive. We are looking at ways of engaging primary schools and this process is evolving. 2007 saw only parts of each Series utilised in Career Education classes. Plan to implement 'The Be Real Game' with Year 10 for 2008 with the possibility of reintroducing the 'Real Game' to Year 9. The Real Game was run over one week with 16 selected Year 9 students. Feedback indicated that the vast majority enjoyed the activity. It is scheduled to run in the same format in 2008. Conducted with students that remain at school not attending the formal leadership camp in December. Students are engaged and their preconceptions are challenged. Positive from both teachers and the majority of students viewpoints. Valuable learning experience. The Real Game has been successfully implemented in the English and HSIE curricula with both Year 9 & 10 students. The school in the past has used the Real Game for Year 10 after their SC exams. This year we bought the BE REAL GAME and staff were trained in it. We found that the activities in this program were not conducive to the students getting fully involved. The game is delivered as part of the Work education program for year 9 and 10. Students enjoy working through the activities as a cohesive group. Each activity is integrated into the work education program and then expanded. Will be delivering to Year 9 Work Education and Year 10 Career Education classes in 2008 across several school sites in western Sydney. The Work Education year 9 class was the pilot group for the REAL GAME. *Its been both enjoyable and informative. positive enjoying the game and responding well. Tried the Make It Real Game with Year 6, Darcy Road PS. Students play the game in weekly seminar sessions for a semester. Students and Teachers are enjoying the experience.

To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
s) Students experience curriculum delivery in a range of authentic/work simulated contexts	1	8	14	21	11
t) Students develop enterprising skills through curriculum outcomes	0	8	21	18	8

u) Student engagement is enhanced through vocational learning embedded in the curriculum	0	4	17	25	9
v) School staff embed vocational learning into all curriculum programs	1	12	21	15	6
w) Whole school community is familiar with the employment related skills	0	12	11	23	9

Comments by Region about Strengthening Student Outcomes through Vocational Learning

* slight increase in the overall use of the logbook- as schools become more comfortable with the electronic version this percentage should increase as students will 'own' their logbook more comfortably. * There has been a marked increase in the number of teachers who are included career development in their curriculum teaching. However it appears that the recording of career development is not necessarily reflected in the logbook useage * the use of the special needs inserts for the logbook continues to rank as valuable for teachers who are working with students with special needs. * through the enthusiasm of SIPs in our area mentoring pilots are being conducted with terrific success. The increase in adopt-a-school projects is also a reflection of the enthusiasm of the SIPs. * regional emphasis on the development of enterprise learning models has assisted in the increase of student development of enterprise skills. This will continue in 2008.

Building Networks and Connections

Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

Schools developing community / business partnerships to support vocational learning.

a) Has the building of community / business partnerships for vocational learning been embedded in your school's strategic planning process? Yes 52 No 3

b) Identify community / business partnerships that have supported student vocational knowledge and understanding in your school.

51 Local Businesses
46 TAFE
45 Community organisations
45 Local Community Partnership
49 Government agencies
41 Other education and training providers
45 Other

c) Identify community linked activities that have supported student career and transition planning.

53 Guest speakers
50 Industry visits
0 Careers forums
39 Enterprise activities
12 Other

d) Identify key groups in the community that support your students transition through and from school in their

47 Local Community Partnership
22 Links to Learning
36 Job Network
44 Youth Pathways
39 Government support agencies
33 Voluntary organisations
2 None
14 Other

Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

e) Identify the careers expos that your students access to support their career and transition plans.

* Nepean Careers Market * Western Sydney Careers Expo * UWS Open Days * Try a Trade Day * Nepean Valley Apprenticeship Expo * Sydney Careers & Employment Expo * Post school Option Night for students with special needs * Aboriginal Tertiary & Employment Expo * Beacon Choices Workshop * SMH CAREERS EXPO * North Shore tertiary Info and other Uni Open days

f) Identify community events that your region accesses to support students vocational and enterprise learning.

* Nepean Valley Apprenticeship Expo * Careers in Nursing/Social Work forum * SIP organised parent information evenings. * Goulburn Police Academy Open days * Agricultural competitions * Industry visits to many different locations- for example: winnebago, a refrigeration company. * SIP enterprise learning initiative- Banango Traders * UTS Expos * Events organised through local councils- participation in festivals, involvement in environmental programs * Penrith VET Expo

Parents being informed of the *Employment Related Skills Logbook* and how they can support their child's career development

g) Have the parents, carers, elders in your school community been informed about the purpose of the Logbook? Yes 32 No 23

h) Has your school actively engaged parents, carers, elders in their role to support their child's career development? Yes 45 No 10

i) If yes, how?

* Specific "adults Only" information nights * Mentoring and Counselling of senior students around subject selection time. * Presentations to P&C meetings * By school newsletter printed information, letters and careers newsletter. * Parents have access to two websites ie CareerCentral and Mhscareers for regional and local news. * WSR SSP conduct Transition and Exit Plan meetings in consultation with Work Experience Coordinator and Transition Support Teacher. Morning and Afternoon teas to discuss appropriate work experience site, post school options and Work & the community Lifeskills * Beacon Charter Signing * School introduced career planning logbook to Year 7 students in 2007 to be worked on whilst engaged as the school monitor. Parents were involved in this process via notification through newsletter. * Subject selection evenings * Parents selected (targetted) to speak to senior student groups regarding different professions. In some schools the careers of the parental body is surveyed with the outcome being invitations to speak to students during classtime.

j) What opportunities have you provided for parents/carers to be involved in career and transition support for their child?

44 Career information nights

55 Newsletters

36 Career expos

13 Industry forums

5 myfuture training

54 Parent interviews

47 Careers adviser access

15 Other

Schools providing careers advisers with access to professional development

k) Does the careers adviser and other career support staff participate in professional learning networks at the local, regional or state level?

50 YES Local

51 YES Regional

26 YES State

1 NO

Schools implementing workplace learning to support student's educational experience

l) Workplace learning as part of a planned educational program is implemented to achieve which of the following outcomes?

- 53 Career decision making
- 54 Expand students' networks and connections
- 55 Introduction to the world of work
- 51 Access to future part-time work
- 34 Experience in volunteer organisations
- 6 Other

To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
m) Students have the knowledge and skills to build and maintain personal and peer networks to support their career planning	1	2	16	30	6
n) School has developed strong connections with their Local Community Partnership to improve access to current career information, trends and opportunities	3	5	7	19	21
o) Parent/caregivers, community and industry have developed a good two way communication with the school in providing students with career information, career education and vocational & enterprising learning	0	3	16	20	16
p) School is informed about the labour market and local employment and training opportunities through regular dialogue with business, parents and community groups	0	4	8	28	15
q) School has links with agencies and community organisations to support the promotion and provision of a comprehensive career service to students	0	0	5	18	32

Comments by region about Building Networks and Connections

The relationships being built between schools, their surrounding business community and parental community are strengthening. A very positive outcome is the inclusion of parents as guest speakers to speak about a wide variety of careers across a range of curriculum areas. WSR is very fortunate in the SIPs that work with our schools as they encourage the fostering of business connections and they evolve to meet the needs of their clientele. * The success of the regions traineeship coordinators is indicated in the increase in traineeships and apprenticeships being taken up in western sydney. This increase is indicative of the strong relationships between schools and business. * WSR was asked to present at 2007 15-19 Year Conference. Students and the Work Ed teacher from Hawkesbury High spoke about the Guide Dog project that has connected this school and this charity. The presentation was very successful and the overall outcomes of the project at Hawkesbury High have definately exceeded expectations.

Highlights and Achievements

(dot points welcomed)

What were the School to Work highlights and achievements for your schools in 2007?

* School's successful trial of GR8 Mates Mentor Programme - partnership involving fully trained community mentors and Yr 9 students * Banango Traders Day- run through the Penrith SIP * Traineeship of the year award 2007. the impact of external agencies on STAR behaviour the increase in the number of students applying for a SBT from 1 to 18. Year 12 exit plans {new format/process} very successful * WSR Endeavour Program was an outstanding success. Visiting the TAFE colleges and industries was extremely worthwhile as well as the mock interviews. Every student said that was the best part of the excellent program * Students accessing more regional events such as try-a-trade and apprenticeship Expo. Numerous vocational related cross curriculum activities. * Staff getting involved with STW & Enterprise Learning *ERS included on Year 12 References & Work Practices included on Student Reports * Expanded the Enterprise Educ. Program with the development of a student run 'Garden Cafe' Introduction and improvement of student industry specific cafe skills. * SSP schools reported greater confidence in accessing work site and employers- it was a common theme * approximately 92% of all yr 12 attending a planning interview 1 on 1 with a career adviser. *

the measuring up to work program that the introduction of work place visits and the Easter days' Australian business week worked very well and will be expanded in 2008. * Establishment of the Science/Ag enterprise education strategy Australian vocational student prize (\$2000) * Working with the Guide Dog Association of NSW in a school based fundraising program

What contributed to the overall successes and achievements in your Region?

* The willingness of STW Coordinators to include the rest of the school in decision making and setting program direction. The ongoing support of senior executive and Executive is invaluable when commenting on the programs success. Ongoing commitment of the school to the School to work program to ensures that students are presented with every chance to succeed. * A continued focus on the vocational outcomes of students with prospects of working post school * The participation of the RAVE team and the enthusiasm of the coordinator to ensure that projects designed best suit the needs and meet the outcomes desired for the students. * Ongoing hard work by the SIPs across our region. * Energy provided by having a team & in particular Transition Adviser * Some staff being prepared to support STW and actually coordinate programs. * use of STW funds to expand programs -improve access to community -whole school focus for vocational skills * Introduction of a Student Learning Centre incorporating a Careers Room, and, computer access for students between classes.

Summarise the feedback or advice your schools provided to the Region.

* It would be good for the region to coordinate some activities aimed at the Academically Selective students (from all HS). Focus on students expecting UAIs over 93.00 * It would be helpful to have a summary of how others are spending STW funds as inspiration for new ideas * Continue to fund both the Endeavour and Cope programs * Greater support for Apprenticeship Coordinators- too many students and insufficient employers. * Coordination of TAFE outreach * More regional in-school assistance * School to Work is embedded in teachers' programs but due to the workload of staff they have not recorded outcomes. * More allocated days at a Regional level where we can share resources and support for each other. Further develop ideas that would benefit our own school. explicit information on existing succesful projects that are run in any region. * Careers Adviser information days have been excellent

Summarise the future support your schools requested from the Region.

* KLA support specifically designed at demonstrating the incorporation of STW into programs across all KLAs. These continued professional development opportunities allow for rejuvenation of enthusiasm as well as orientation for new teachers. * Set up and support stronger networks for CA's, TA's and STW teams. * Continue with RAVE * Development of more Vocational Learning resources/program ideas for the KLA areas i.e. take off the shelf activities * Professional learning opportunities for teachers that focus on enhancing vocational learning for students across all KLA's. * Student pathways survey info / discussion session between those who have used it and those who have not to help with implementation. * Assistance with the re-introduction of school to work to new staff and staff that have lost touch with the program. * Specific help to enter into community/business partnerships

Add any regional highlights & achievements **not** identified by schools.

* distribution across all delivery sites of Work Education 2 common units written by WSR teachers. * resource package developed to assist in the KLA implementation of STW. * Some schools utilising employment related skills statements on merit certificates.

What future support would your region request from state?

* A focus on the Work Education syllabus would be appreciated. The cohort engaging in this course is changing and teachers require significant professional development. * Opportunities to discuss different implementation strategies with colleagues across the state. * Corporate business partners for enterprise education strategies partnered with KLA specific areas.

Identify 3-5 actions for the region in 2008 to support the improvement of the School to Work program as a result of the feedback provided in the reporting

1. Ensure that the best practice samples collected are distributed via the regional internet page as soon as possible. This is a priority. 2. Continue the development of the RAVE program thereby ensuring it meets program and school outcomes. 3. Provide opportunities for KLA teachers to embed employment related skills and enterprising skills into teaching plans, rejuvenate disillusioned teachers and assistance for new teachers. 4. Develop a process that ensures the career based information faculty teachers have embedded into their programs are easily recordable by students.

Feedback

The following statements seek your feedback in relation to the completion of the School to Work: Creating Future Pathways Report 2007.

Please select one option for each factor.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
The report is easy to access on-line	0	1	2	19	33	0
The instructions are clear	1	0	0	20	34	0

The report is easy to complete	1	6	9	18	21	0
The purpose of the report is clearly explained	0	1	8	26	20	0
The questions accurately reflect the key areas of the Program	1	1	3	33	17	0
Time taken to complete the report is reasonable	2	6	7	27	13	0
The report provides an opportunity for the school to reflect on achievements and future directions	1	1	6	24	23	0

Comments by region about feedback

Apart from technical glitches that are under no one person's control, the process was smooth and with little trouble. The greater functionality of the survey (eg; printing hardcopy) is an advantage. Schools were sent an update prior to the 'opening' of the survey which seemed to answer many questions.